ExcelinEd

Changing Face of CTE

An Overview of Changing Expectations Leading to Higher Quality State CTE Programs

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Leading Conversations

1. State Led Program Audits

2. Program Quality & Progress Thresholds

3. Data Driven Policy Decision-Making

4. Resetting CTE POS and Course Standards

5. Defining Industry-Valued Credentials

6. "Right-Fitting" Work-Based Learning Experiences

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State Led Program Audits

"Quality Audits" of State CTE Programs

Tampa Bay Times

NEWS   SPORTS   OPINION   ARTS & ENTERTAINMENT   SPECIAL REPORTS   VIDEO   PHOTO

NEWS / GRADEBOOK

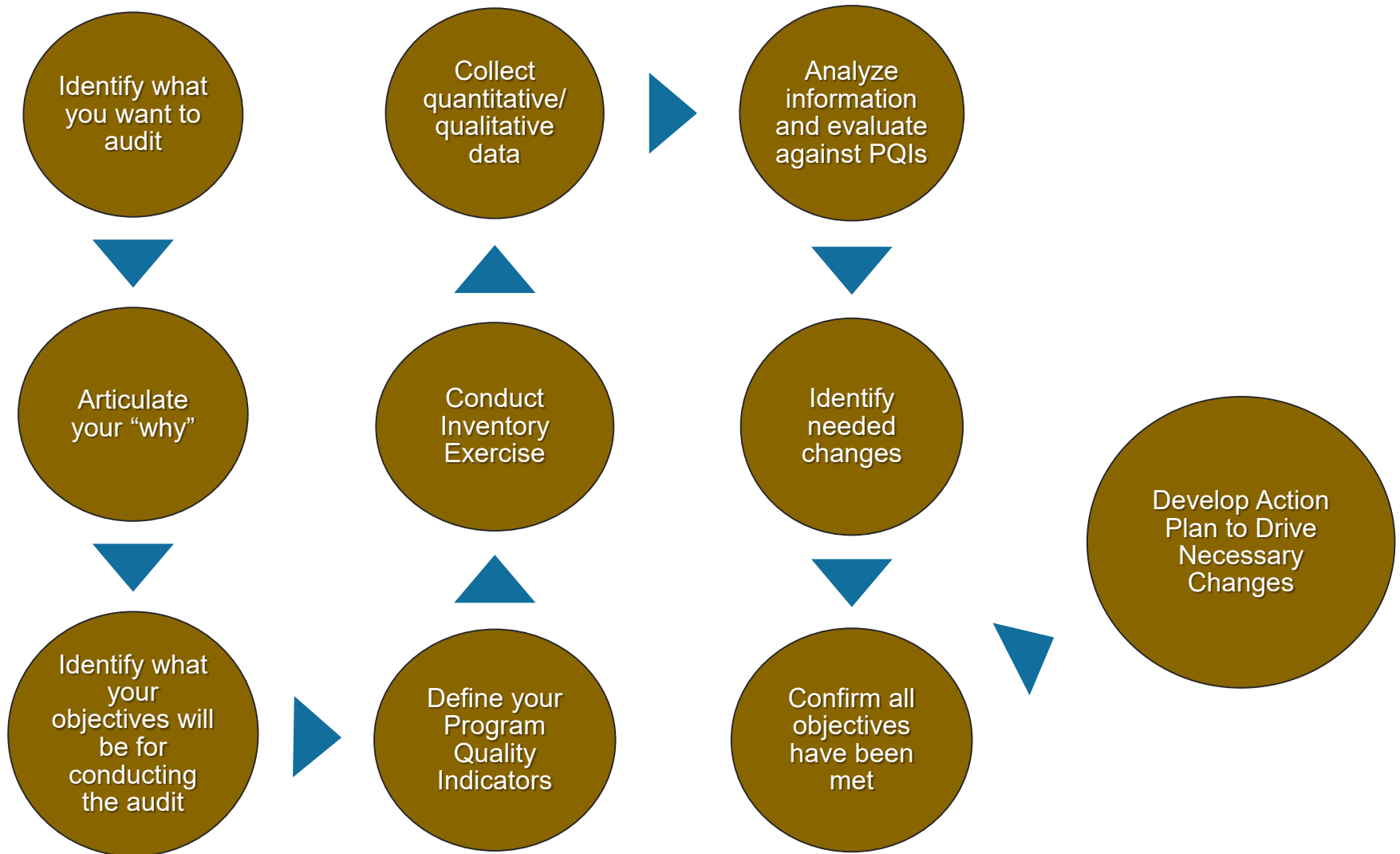## DeSantis issues executive order on workforce education, requests millions for technical programs

The executive order asks state education commissioner Richard Corcoran to audit Florida's current offerings of career and technical training and to

> The executive order asks state education commissioner Richard Corcoran to audit Florida's current offerings of career and technical training and to provide him with annual recommendations to make sure they are "in line with market demand." DeSantis said he's asked Corcoran, who was

in middle schools, high schools and colleges in subjects such as manufacturing, cosmetology, information technology or agriculture that can lead to students earning industry certifications for jobs that don't typically require college degrees.

Although his Feb. 3 deadline is looming, DeSantis has not yet released a full copy of his budget, which the governor submits as a recommendation to the Legislature. Instead, he has made announcements over the past two days that have highlighted some of his major budget priorities, such as Wednesday's event and one on Tuesday about his agenda to clean up water pollution. He told reporters Wednesday's that he would be making a separate announcement next week on teacher pay, which suggests he may seek to extend Sunday's deadline.

State Program Audit - High-Level

Identify what you want to audit

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Articulate your "why"

↓

Identify what your objectives will be for conducting the audit

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Define your Program Quality Indicators

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Conduct Inventory Exercise

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Collect quantitative/qualitative data

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Analyze information and evaluate against PQIs

↓

Identify needed changes

↓

Confirm all objectives have been met

▶

Develop Action Plan to Drive Necessary Changes

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Program Quality
& Progress Thresholds

By and Large - General Consensus on Program Quality Elements

Differentiations emerging in "levels of quality" definitions, which set state expectations and accountability for *High-Quality*

High-Quality H.S. Career (CTE) Pathways

Standards are robust and accurately represent academic, technical, and employability skills students must master

All pathways align fully with high-skill, high-wage economic/workforce priorities and demands

Courses are sequential and progressive in any given pathway

All pathways align fully with postsecondary programs and incorporate courses/ exams that qualify for postsecondary credit or hours

Experiential learning and experiences are progressive and valued by industry

Career exploration course and career surveys/ aptitudes start as early as grade 8 leading into aligned H.S. pathway

Educators receive ongoing, progressive training and PD reflective of standards and industry work environments

Source: ExcelinEd, Putting Career and Technical Education to Work for Students. 2018

Program Quality Thresholds

PQI: "College and Career Ready" Programs of Study

Definition: CTE programs of study should incorporate a series of progressive industry-relevant and industry-valued courses that are sequential and that purposely braid core academic and technical skills learning. Course standards should reflect a high level of instructional rigor that matches the desired high level of learning. Where appropriate, completed coursework in a program of study should lead to awarded postsecondary credit and industry certifications.

Program Quality Threshold	High-Quality (HQ)	Moderate-Quality (MQ)	Low-Quality (LQ)
Quality Threshold Descriptor	• 100% of state-promoted CTE programs of study (POS) offer courses reflecting the academic, technical and employability skills necessary for that occupation • 100% of POS courses are appropriately sequenced to ensure student skills mastery • ≥85% of students, who start a state-promoted POS, earn CTE concentrator status • 100% of students have access to early postsecondary course/exam credit while progressing through their chosen POS; ≥90% earn 1 or more postsecondary credit • Where industry appropriate, 100% of students have access to industry-valued certifications(IVC) while progressing through their chosen POS; ≥90% earn IVCs • ≥85% of CTE concentrators matriculate to postsecondary; ≥80% earn postsecondary credential	• ≥85% of state-promoted CTE programs of study (POS) offer courses reflecting the academic, technical and employability skills necessary for that occupation • ≥90% of POS courses are appropriately sequenced to ensure student skills mastery • ≥65% of students, who start a state-promoted POS, earn CTE concentrator status • 100% of students have access to early postsecondary course/exam credit while progressing through their chosen POS; ≥70% earn 1 or more postsecondary credit • Where industry appropriate, 100% of students have access to industry-valued certifications(IVC) while progressing through their chosen POS; ≥70% earn IVCs • ≥65% of CTE concentrators matriculate to postsecondary; ≥65% earn postsecondary credential	• <85% of state-promoted CTE programs of study (POS) offer courses reflecting the academic, technical and employability skills necessary for that occupation • <90% of POS courses are appropriately sequenced to ensure student skills mastery • <65% of students, who start a state-promoted POS, earn CTE concentrator status • 100% of students have access to early postsecondary course/exam credit while progressing through their chosen POS; <70% earn 1 or more postsecondary credit • Where industry appropriate, 100% of students have access to industry-valued certifications(IVC) while progressing through their chosen POS; <70% earn IVCs • <65% of CTE concentrators matriculate to postsecondary; <65% earn postsecondary credential
Validating Data Sources: • State K-12 student information system • State longitudinal data system • State postsecondary information system • Administered survey • Vendor data			
Special Data Considerations			

States pursuing high-quality state CTE programs are clearly defining, setting, and establishing their thresholds of program quality

The threshold levels, which are measurable using validated sources, serve to promote progress and transparency

Source: ExcelinEd, Auditing a State CTE Program. 2018

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Data Driven
Policy Decision-Making

Well-used term and process, which is taking on new meaning for states when it comes to CTE

Term and process, which has long been used to drive other state-level policy, program, and funding decision-making, is now being assumed by state CTE programs

Reasons:
- ❑ **Elevated status**
- ❑ **Meaningful accountability**
- ❑ **Clear ties to economic/workforce vitality**
- ❑ **"How do you know" factor**

Defining Data Quality for CTE:
- ❑ **Type – Heavier Emphasis on Quantitative**
- ❑ **"Apples to Apples" Rather than "Oranges to Apples"**
- ❑ **How it's Sourced and Validated**
- ❑ **How it's Interpreted and Used**

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Resetting CTE POS
&
Course Standards/Curriculum

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Defining Industry-Valued Credentials

What is "Industry-Valued"

By and Large - General Consensus that *Industry-Valued* includes the following core aspects:

- ❑ **Signaled by employers as valued through various public-facing ways**
- ❑ **Can be independently validated as valued by employers**
- ❑ **Carries transferability - leading to continued learning/training, job attainment and/or promotion**

Realities, however, show a wide schism across states in the identification, definition, and promotion of "industry-valued" credentials

50-State Analysis

In partnership with Burning Glass Technologies, which is an analytics software company that tracks labor market data, Excel*in*Ed just completed a 50-State analysis on the plethora of promoted credentials

The analysis, which will be released in early May, considers three essential questions:

- How many states are collecting data on student credential attainment and what methods are they using?

- How do these credentials align with labor market demand?

- Do students who earn specific industry credentials have differential outcomes in terms of postsecondary attainment, employability, and wage earnings?

Results

1. Just over half of all states (28) collect quantitative data on the attainment of credentials
2. States do not have consistent definitions for what constitutes an industry-recognized credential

No Data   List   Secondary   Secondary And Postsecondary
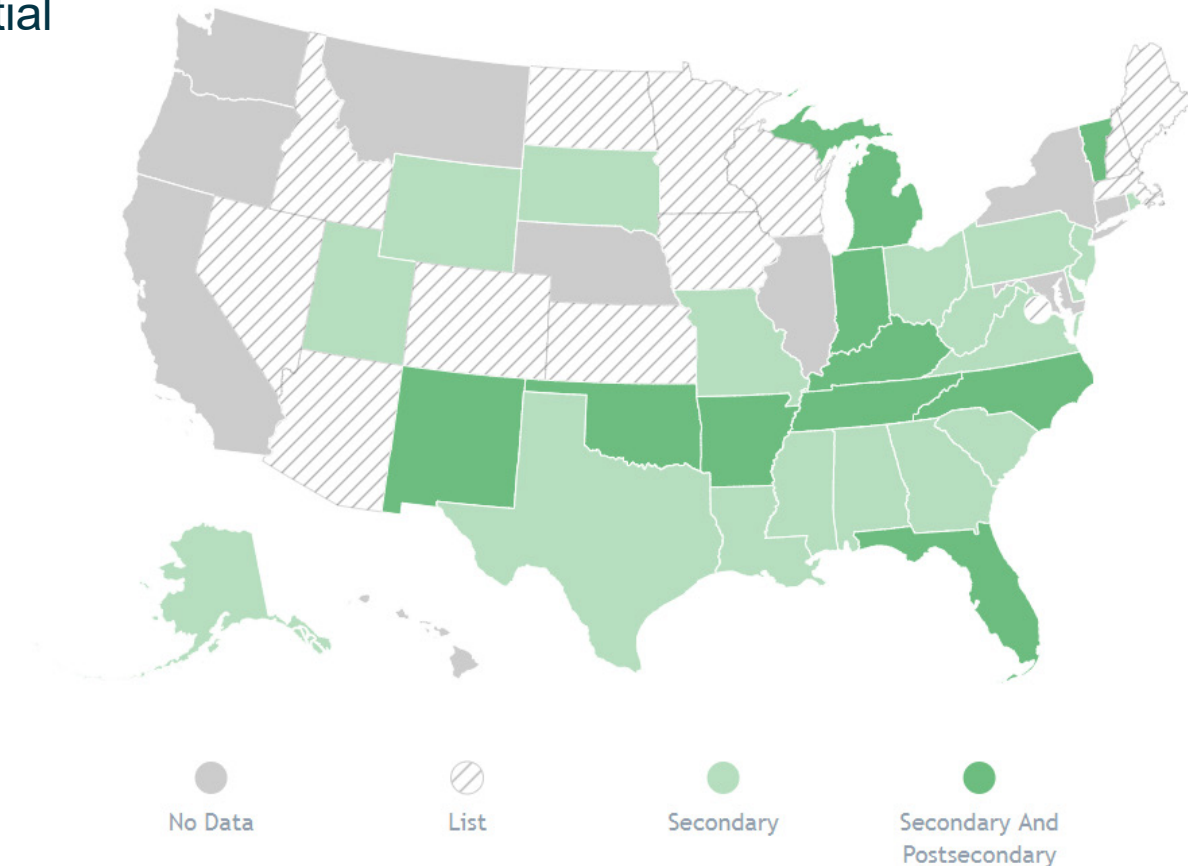
3. Of the 24 states where data were available and analyzed, no state is highly aligned in terms of supply for credentials earned by high school students and the demand for those credentials in the job market

No Data — Low Alignment — Moderate Alignment — High Alignment

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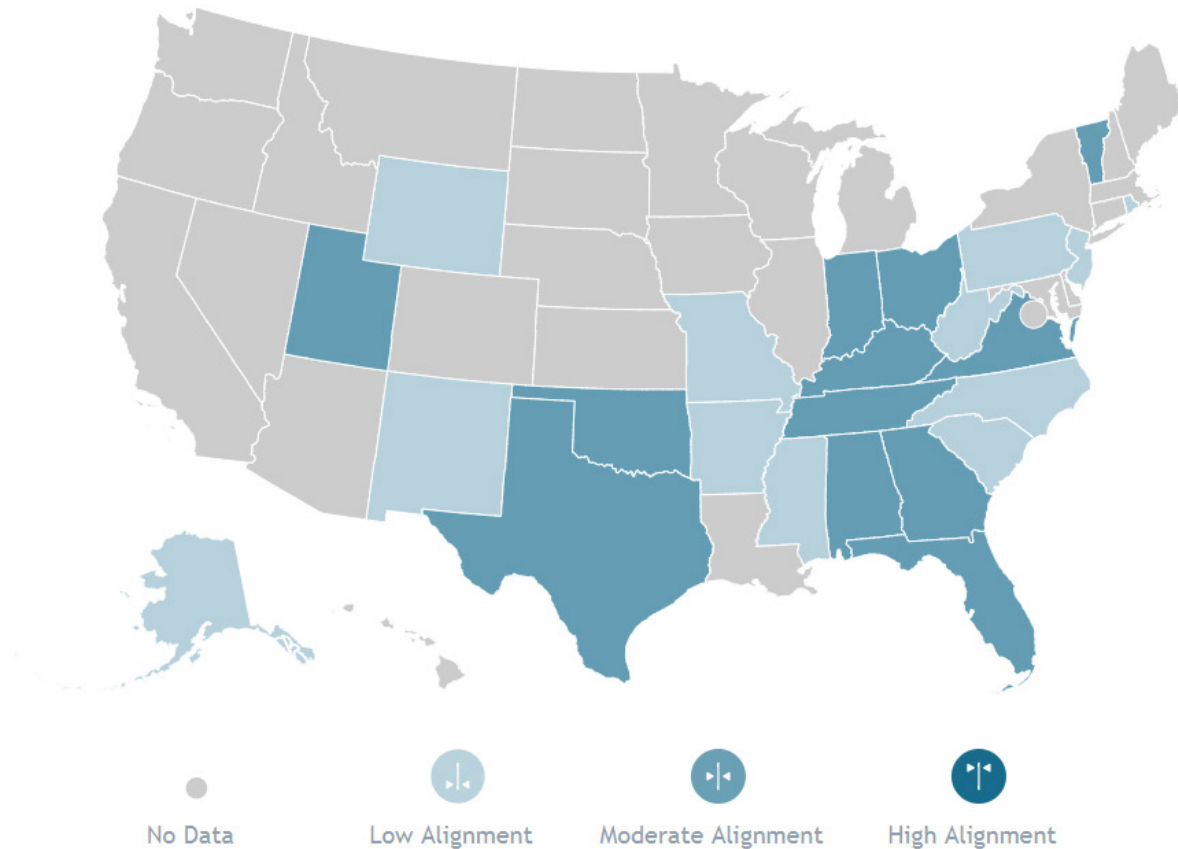
"Right-Fitting"
Work-Based Learning Experiences

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